

# SCHOOL DEVELOPMENT PLAN 2024-2025

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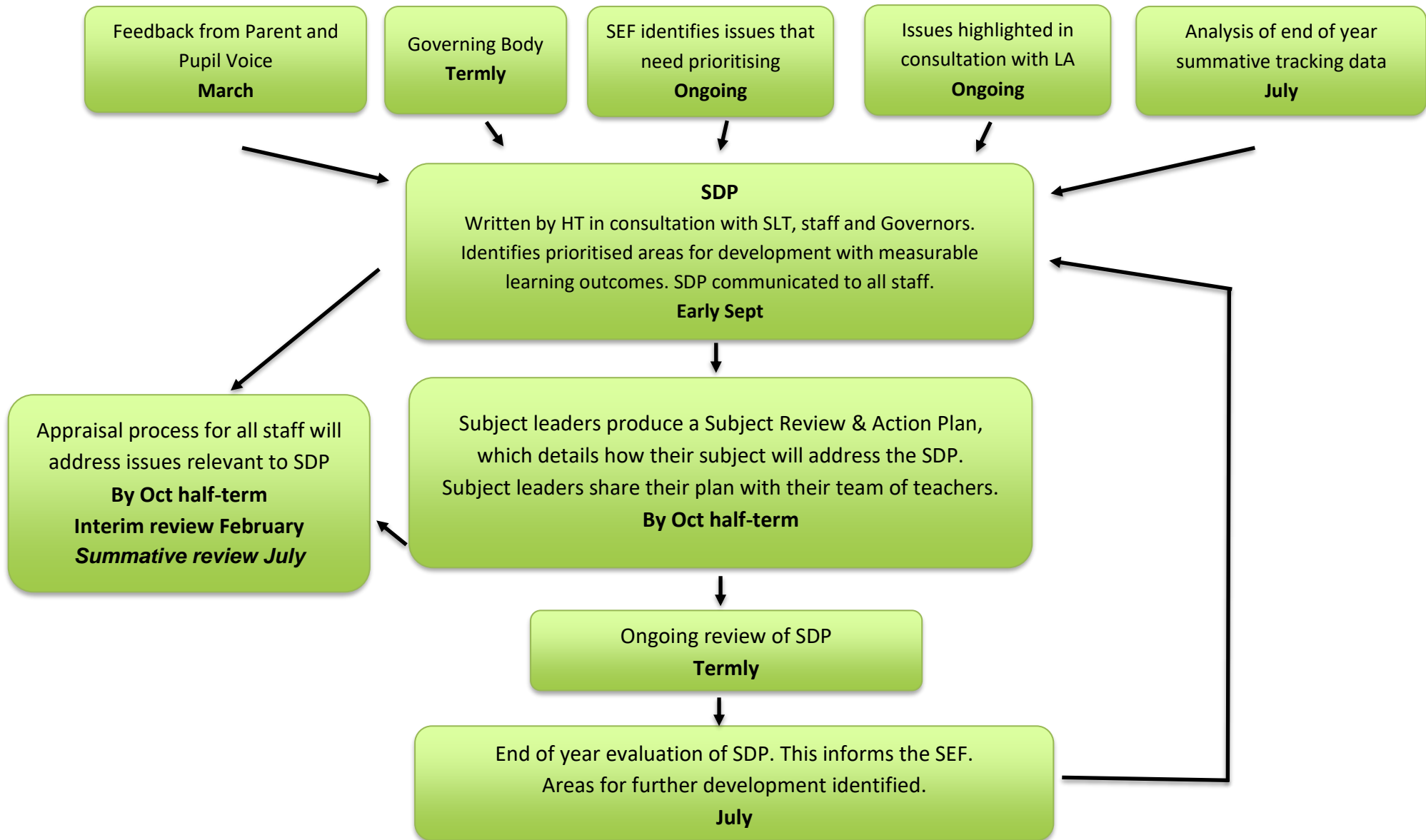
## KIRK ELLA ST ANDREW'S COMMUNITY PRIMARY SCHOOL

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<b>SCHOOL CONTEXT</b>			
Number of pupils on roll	421 (Sept 24)	Percentage of Children eligible for pupil premium	4.5%
% of children with SEND	8.9%	Number of children with EHCP	2.9%
Percentage of pupils with English as an additional language (EAL)	2.6%	Looked After Children	1%
Overall attendance	95.7 (Jul 2024)	Persistent absence	7.9%

## The SDP process at KSACPS: An integrated framework for continued improvement



## Action Plans 2024-25

- All action plans run from September 2024 to July 2025.
- There is an action plan for each focus area of the Ofsted framework, ensuring that we are focusing on priority areas. This also allows for an explicit link between the SDP and whole school self-evaluation.
- As far as possible the targets within the action plans are measurable, making evaluation straightforward and precise, and the specific outcomes of each target are given.
- Subject leaders produce Subject Action Plans, which detail how their subject addresses the targets contained in this SDP and other areas of their curriculum.
- Governor reports are produced termly by each coordinator to see how action plans are implemented

Abbreviations used within the action plans:

**HT:** Headteacher (Jamie Church)  
**DHT:** Deputy Headteacher (Amanda Stevens)  
**BM:** Business Manager (Leah Hodgson)  
**SLT:** Senior Leadership Team  
**GB:** Governing body  
**SC:** Subject coordinator  
**PL:** Phonics Lead  
**EYC:** Early Years coordinator  
**SENDCo** – Special Needs Coordinator  
**DC** – Disadvantaged Champion  
**ELSA** – Emotional Literacy Support Assistant



## ACTION PLAN 1

## LEADERSHIP AND MANAGEMENT

### Context

All leaders including governors, are highly ambitious for the school and lead by example. There is a strong emphasis on distributive leadership, with clearly defined roles for members of the SLT and curriculum leaders, to collectively and strategically support teachers in order to ensure pupil outcomes remain ambitious. Retention is extremely high, we work together to ensure there is consistency in approaches and to ensure each subject area has a clear focus. Reading in school is a high priority as it has an impact on all learning.

All key roles in school have single leads to ensure continuity of leadership if roles are changed. The Headteacher, along with the SLT, manage a highly skilled staff and continue to develop the school curriculum. All levels of leaders, including governors, have opportunities to develop further using CPD which is provided according to their class needs and their needs as a coordinator. We aim to use the knowledge of the staff appropriately and with careful use of targeted CPD, they become 'experts' in their subject area.

Our support staff team is a highly valued resource with a wide range of skills and expertise to enhance opportunities for our pupils. This includes our three ELSAs as well as a qualified teacher who is a teaching assistant. The school aims to employ staff who can provide positive attributes to develop learning in school.

Our governing body is stable and highly motivated. They hold the school to account while offering support when required.

The school currently has an experienced staff, these are:

A Head teacher, Deputy Head, Department Head, 11 full-time teachers and 8 part-time teachers (15 FTE) and 24 teaching assistants.

All subject coordinators provide action plans and evaluate them every year. Subject leaders are given monitoring time to monitor and evaluate their subjects. All leaders will continue to monitor the implementation and impact of the curriculum on our learners. Each subject leader will work on the curriculum to ensure it is effective and has clear progression from Foundation to Year 6 which is built on year after year. This is constantly reviewed and improved. With the SLT, the coordinators will amend and develop the curriculum for their subject areas for each year group. This will clarify the core knowledge, skills and vocabulary.

Subject leaders prepare reports for Governors to ensure they are fully informed about progress within their subject area. This will then allow governors to use this information to greater effect during monitoring and accompanied subject deep dives. The governors will meet coordinators to discuss the curriculum and standards.

ACTION PLAN 1	LEADERSHIP AND MANAGEMENT				
STRATEGY	ACTIONS	DATE	KEY PERSONNEL	MONITORING	IMPACT TO DATE (Rag Rated)
1.1 Staff to receive appropriate CPD opportunities to develop their subject area	<ul style="list-style-type: none"> <li>Staff pointed to or seek CPD opportunities for their subjects and areas for working.</li> <li>CPD list established and staff to share details in staff meetings.</li> <li>PM discuss training needs</li> </ul>	Ongoing	SLT, SC	HT	
1.2 All staff to be involved in networks with local schools/Cluster/LA for support and aid learning in school	<ul style="list-style-type: none"> <li>Links to schools etc. for group support and to share ideas.</li> </ul>	Ongoing	SC	HT	
1.3 To develop a steering group to look at the potential need for academisation	<ul style="list-style-type: none"> <li>Steering group set up with governors to look into academisation models</li> </ul>	Autumn 2024	HT	GB	
1.4 To begin the process of a staff restructure	<ul style="list-style-type: none"> <li>To look at the restructuring of the staff roles across the schools</li> </ul>	Autumn 2024	HT	GB	



## ACTION PLAN 2

## QUALITY OF EDUCATION

### Context

We have highly experienced teachers and talented younger teachers who work well together to support work in class. We use teaching assistants to support the work in class and to carry out interventions.

Teachers continually assess teaching and learning to establish pupils needs and conduct NFER tests every term which are analysed to look for areas for improvement in class and across the school. Interventions are set up to help children stay on track and continue to recover after the pandemic.

Catch up data is taken in the short term by comparing term by term and also in the long-term comparing children's progress from their starting points.

The Maths and English coordinators have driven forward their curriculum over the last year to help develop better outcomes for pupils. Talk 4 Writing is used in English to support the writing. The Maths curriculum is supported by the White Rose scheme. This helps to ensure the focus on teaching mastery maths across the school and resources are provided to ensure more time is taken putting together effective lessons which engage and challenge all levels of ability. All curriculum leaders continue to monitor to ensure all staff are complying with school procedures consistently and are receiving quality support.

All teachers work in year groups and are encouraged to plan, review and moderate together. The whole curriculum has been developed to ensure learning is built on solid foundations and progresses through the school effectively. This ensures the learning is built on previous work and it is made clear what the children are learning. Recall and retention lessons will be used to ensure learning is embedded and to aid the retention process.

Same day interventions occur with the class teacher or with their class teaching assistants when possible, to ensure they are ready for the next day's learning. Our Maths coordinators continue to work with a specialist mastery maths group who have worked together for the past five years supporting schools.

Phonics is a high priority for the school. The school use Little Wandle and all the children are tracked and provided with appropriate texts for their Phase and Stage. Extra support is provided to teachers and support staff to ensure good phonic understanding and knowledge. We have a phonics lead teacher who forms part of the English team.

In addition to the promotion of reading for pleasure, the children are given whole class reading lessons. They also take recommendations from their peers, undertake reading assemblies and DEAR time (Drop Everything and Read). We also have outdoor libraries in the playground.

The foundation subjects have a good balance of skills and knowledge and are regularly evaluated so that adaptations are made to ensure that all learners receive the same level of challenge. As a result, cohesive planning and implementation of basic skills enables pupils to learn exceptionally well. Teachers systematically and



effectively check pupils' understanding throughout lessons. Consistent application of the Marking and Feedback Policy is monitored by coordinators and the SLT with regular book scrutinies and ensures that AFL is an effective tool in driving pupil progress.

We also focus our monitoring to include foundation subjects to further ensure pupils are successfully translating expectations from one subject to another. Disadvantaged and SEND children are provided for according to need. Reviews are carried out on their progress and support is discussed. Targets are set for children requiring intervention and these are inputted into our online SEND management toolkit (Edukey). These are then monitored and reviewed regularly depending on the length of the intervention, to assess the children's progress.

The key area of focus this year is writing and ensuring the children are making catch up.



ACTION PLAN 2	QUALITY OF EDUCATION				
STRATEGY	ACTIONS	DATE	KEY PERSONNEL	MONITORING	IMPACT TO DATE (Rag Rated)
2.1 – To raise attainment in writing across the school.	<ul style="list-style-type: none"> <li>Identify areas of weakness across the school and in specific year groups and liaise with teachers</li> <li>Ensure correct coverage of skills in all year groups</li> <li>Ensure clear progression within year groups and from year to year</li> <li>Ensure adequate teaching of basic skills with time given for pupils to practise</li> <li>Ensure pupils are given adequate opportunity to write across a range of genres.</li> <li>Short burst writing exercises focussing on accuracy and editing</li> <li>Writing moderation termly to assess levels and familiarise with Year 6 criteria.</li> </ul>				
2.2 - Continue to develop and promote reading for pleasure	<ul style="list-style-type: none"> <li>Continue to develop Reading corners</li> <li>Instigate a range of strategies including:               <ul style="list-style-type: none"> <li>displays promoting reading and celebrating authors around the school.</li> <li>Purchase sets of the 50 recommended books for each year group</li> <li>Competitions to promote reading at home Book in a Box (E.g. Extreme Reading and Reading Challenge)</li> <li>Whole class novel/story</li> </ul> </li> <li>Monitor regular practice of DEAR time and book talk.</li> <li>The list of recommended books for the year group displayed in each classroom and copies of the list to be shared with children and parents at the beginning of the year.</li> </ul>	Ongoing	SC	HT, SLT	



	<ul style="list-style-type: none"> <li>To reinstate the school library</li> <li>Incorporate story time into assemblies.</li> <li>Regular story time in all-year groups to ensure children have the opportunity to hear stories being read aloud.</li> </ul>				
2.3 Implement new writing targets for writing assessment.	<ul style="list-style-type: none"> <li>Staff meeting time for discussion.</li> <li>Investigate assessment tools used in other schools.</li> <li>Cross-year group monitoring sessions across the year</li> </ul>	Ongoing	SC	HT, SLT	
2.4 – To ensure Foundation subject assessments are clear and manageable	<ul style="list-style-type: none"> <li>Assess current assessment sheets for curriculum areas</li> <li>Add assessments onto Arbor where possible</li> </ul>	Spring 2025	SC, SLT	HT	
2.5 To improve outcomes in times tables across the school	<ul style="list-style-type: none"> <li>Monitor the embedding of the Number Sense Times Tables Fluency program to KS2</li> </ul>	Autumn 2025	SC	HT, SLT	
2.6 Development of nurture provision for SEND children	<ul style="list-style-type: none"> <li>Set up nurture rooms for EYFS/KS1 and KS2</li> <li>Monitor the children's progress in the rooms</li> <li>CPD for the Staff in the rooms</li> <li>Review sessions weekly in first half term</li> <li>PPA time given for staff to plan for the room.</li> </ul>	Autumn 2024	SENDCo	HT, SLT	
2.7 To develop a working party of parents to improve experience of children with SEND and parents	<ul style="list-style-type: none"> <li>Termly meetings with a working party, parent survey, online meetings</li> </ul>	Autumn 2024	SENDCo	HT, SLT	

## ACTION PLAN 3

## BEHAVIOUR AND ATTITUDES

### Context

Pupils behave well. Our attendance is 95.7%. We must continue to deter parents from taking pupils on holiday during term time. We will continue to issue penalty notices for all parents this applies to. We will also continue to challenge parents early on if a pupil's attendance falls below an acceptable level (90%), so they are encouraged to develop positive attitudes to attendance and punctuality and do not allow bad habits to form. As well as this, parents of persistently absent children are informed via a letter each term with a record of their attendance.

Pupils have excellent manners. Pupils make a good contribution to a safe and positive learning environment. Their conduct demonstrates a pride in themselves and in school. Consequently, moral development is good. Pupils show respect, courtesy and good manners towards each other and adults. Their behaviour in and outside of lessons is good and we have a very high percentage of active learners in each lesson. Lessons flow smoothly and any disruption is dealt with swiftly. Pupils' attitudes to learning are good but key pupils (with Emotional and Behavioural Difficulties) do need additional support from our ELSAs at times. The ELSAs support children across the school and their families. A small minority of pupils have significant challenges to overcome, and they have support staff to help them. Where this is the case, the children engage in lessons well and do not disrupt the learning. Where there is conflict, our ELSAs undertake restorative practice with children. One ELSA also runs Family Links training for parents to support them with parenting.

Staff are updated when there are changes to policies. Our playtimes and lunchtime supervision include teaching assistants from the children's year groups. We use the Jigsaw programme to support our PSHE and RSE work. The school provides excellent opportunities for pupils to take part in a wide range of extracurricular activities which helps their wellbeing. These include sports, music, drama, art and craft.

ACTION PLAN 3	BEHAVIOUR AND ATTITUDES				
STRATEGY	ACTIONS	DATE	KEY PERSONNEL	MONITORING	IMPACT TO DATE (Rag Rated)
3.1 –To continue to fully implement the Behaviour policy	<ul style="list-style-type: none"> <li>Review policy and outcomes</li> <li>Questionnaire for staff on new policy and review procedures</li> <li>Further CPD provided</li> </ul>	Ongoing	SLT	HT	
3.2 – To continue developing the lunchtime, play areas	<ul style="list-style-type: none"> <li>Assess current provision after phase 1</li> <li>Develop a plan for phase 2 and costings</li> <li>Implement phase 2 when possible</li> </ul>	Ongoing	BM, SLT	HT	
3.3 To develop ways to improve attendance in school	<ul style="list-style-type: none"> <li>Monitor persistent absentees</li> <li>Special days at the end of half term</li> <li>Provide opportunities for anxious children can be supported to enter school</li> </ul>	Ongoing	SLT	HT	



## ACTION PLAN 4

## PERSONAL DEVELOPMENT

### Context

Our curriculum offer is designed to extend beyond academic skills. We aim to offer opportunities for all our pupils to develop and discover their interests and talents. We aim to ensure our pupils are developing deep resilience in all aspects of the curriculum and life. We want them to develop independence in their learning and the confidence to test themselves in unfamiliar areas. We are mindful of the physical and mental well-being of the pupils and tailor the opportunities both within the school day and outside of this to meet the needs of the cohorts of pupils.

We want the experiences and opportunities given to our pupils to lead them to be active, respectful citizens both now and during successive phases of their lives. We want them to feel a part of the local community and know how they can contribute to this community. Our children are taught to celebrate and embrace diversity and the enrichment diversity brings to our school. This will be enhanced through the Jigsaw program and the RSE policy. We need to ensure all staff are vigilant and trained in alerting senior staff to early signs of poor mental health in pupils. We want to move to a much more pro-active approach as opposed to a reactive one. Our Mental Health Ambassador has a key role in school. She has attended mental health first aid training along with other members of staff. We have established a Wellbeing team that support the children and staff. We have been awarded the School Mental Health award through Leeds Beckett University.

We want our children to challenge views in a respectful way helping them to shape their own values and opinions. This will involve challenging stereotypes, racism and bullying.

We want to ensure the physical health of our pupils is also a high priority for school and home. We want to make sure all our children are ready for the next stage of their education both within the primary and secondary setting. We also want our children to have high aspirations for themselves whatever their starting points in life. Making our children more aware of local, national and global issues through assemblies. We want our children to be confident in discussing the challenges in the world around them and the part they can play in this;

We have elected class representatives as part of a school council who worked to obtain the Eco Silver award. They also conduct surveys and competitions highlighting specific issues around the school.

We also have elected House captains who are elected by the House and work for them. The school encourages house competitions to create team spirit and to learn how to lose and win appropriately. We have several events during the school year for this. The children also gain house points for their team every week which works towards a house shield at the end of the year.

Many children have opportunities to represent the school in sporting activities in Key Stage 2 and we have gained national awards for our approaches to teaching swimming and our residential trips. We have been nominated for an award in the YST national awards ceremony for the past two years. The children in school do very well locally, regionally, and nationally in many different sporting activities. The children are encouraged to develop their own learning by engaging in our



Mastermind programme. The children take it on themselves to create a presentation about a subject they want to talk about and receive awards for what they achieve. We will soon be establishing more outdoor learning to give children an appreciation for the outdoors and to enhance the curriculum. This will be in the form of specific planned days led by teachers for pupils.

ACTION PLAN 4		BEHAVIOUR AND ATTITUDES			
STRATEGY	ACTIONS	DATE	KEY PERSONNEL	MONITORING	IMPACT TO DATE (Rag Rated)
4.1 - Establish an outdoor learning programme across the school.	<ul style="list-style-type: none"><li>Develop outdoor learning with links to the curriculum</li><li>Purchase resources for outdoor learning including storage.</li><li>CPD for staff and coordinator established</li></ul>	Ongoing	SC	HT	
4.2 To raise children's aspirations through thinking about the next stages, the workplace e.g., enterprise ventures etc.	<ul style="list-style-type: none"><li>Whole school aspiration day</li><li>Year 5 and 6 Careers Day</li></ul>	Ongoing	BM, SLT	HT	